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ABSTRACT

Thirteen programs were selected in 1987 by the Division of Personnel Preparation of the Office of Special Education and Rehabilitative Services, to develop programs for the preparation of transition personnel to work with youth with handicaps. This monograph is a compilation of the competencies for transition specialists identified by the 13 programs. The monograph was prepared to assist institutions of higher education in the development of curricula for the preparation of transition specialists, and to enhance the quality of future applications for federal support of personnel preparation programs. In preparing the monograph, over 600 competencies were identified from the 13 programs. Content analysis was used to aggregate competencies under 14 major headings: philosophical and historical considerations; transitional concerns; professionalism; advocacy; knowledge of agencies; knowledge of systems change; legal aspects of transition; working with others (communication, consultation, interdisciplinary teamwork, parents); development and management of individualized plans; planning and organizing instruction; assessment, delivery, and evaluation of instruction for community living; assessment, delivery, and evaluation of job training; administrative functions; and research. Within the 14 major headings, the 636 separate competencies are listed. Appendices include an analysis of emphases and agreement among the 13 programs, and abstracts of the 13 programs. (JDD)

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PREPARING TRANSITION SPECIALISTS:

Competencies from Thirteen Programs

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TABLE OF CONTENTS

Page

I. Preface ..... i - v

II. FY 87 Transition Competition Programs and Descriptors..... vi - viii
(Table I)

III. Transition Competencies
1.0 Philosophical and Historical Considerations..... 1

2.0 Transitional Concerns..... 1

3.0 Professionalism..... 3

4.0 Advocacy..... 3

5.0 Knowledge of Agencies..... 4

6.0 Knowledge of Systems Change..... 8

7.0 Legal Aspects of Transition..... 9

8.0 Working with Others..... 10
8.1 Communication..... 10
8.2 Consultation..... 11
8.3 Interdisciplinary Teamwork..... 12
8.4 Parents..... 13

9.0 Development and Management of Individualized Plans..... 15
9.1 Development of IEP's and Other Program Plans..... 15
9.2 Case Management..... 16

10.0 Planning and Organizing Instruction..... 17
10.1 Preparing for Instruction..... 17
10.2 Record Keeping..... 18

11.0 Assessment, Delivery and Evaluation of Instruction for Community Living..... 19
11.1 General Knowledge: Curriculum..... 19
11.2 General Knowledge: Learning Theory..... 20
11.3 Assessment..... 22
11.4 Instruction: Domestic Skills..... 25
11.5 Instruction: Community Living Skills..... 25
11.6 Instruction: Recreation/Leisure Skills..... 26
11.7 Instruction: Social Skills..... 27
11.8 Instruction: Functional Academics..... 27
11.9 Evaluation of Instruction..... 27

12.0 Assessment, Delivery and Evaluation of Job Training..... 28
12.1 General Knowledge: Theory..... 28
12.2 General Knowledge: Career Counseling/Guidance..... 29
12.3 Assessment..... 30
12.4 Job Development..... 32
12.5 Job Analysis..... 34
12.6 Job Match..... 36
12.7 Knowledge of and Relations with Business/Industry... 36
12.8 Instruction: Job Training..... 38
12.9 Monitoring and Follow-Along..... 41

13.0 Administrative Functions..... 42
13.1 Program Administration..... 42
13.2 Funding..... 43
13.3 Personnel Development and Training..... 43
13.4 Public Awareness..... 44
13.5 Program Evaluation/Monitoring..... 45

14.0 Research..... 46

IV. Appendices
A - Analyis of Emphases and Agreement among the Thirteen Programs
B - Abstracts of the Thirteen Programs

PREFACE

Background Information on the Transition Initiative

Transition from high school to work, specialized training, or higher education and adult independence can be difficult for any young person, but for youth who have physical, mental or emotional disabilities, it can be even more problematic. In 1983, when Congress amended The Education for All Handicapped Children Act through P.L. 98-199, it directed attention to the issue of transition from secondary schools to adult environments and to the difficulties encountered by youth with handicaps and their families. In Section 626 of P.L. 98-199, entitled "Secondary Education and Transition Services for Handicapped Youth," $6.6 million was authorized for grants to improve and develop secondary special education programs and to strengthen and coordinate education, training, and related services to assist youth with handicaps in the transition process.

Concurrent with the passage of P.L. 98-199, post-secondary transitions for youth with disabilities became a priority of the Office of Special Education and Rehabilitation Services (OSERS). Under the leadership of Assistant Secretary Madeleine Will, the federal government began to focus on the problems of youth with handicapping conditions exiting the secondary school and to encourage appropriate transition services at all levels for youth and adults with handicapping conditions. Mrs. Will stated in her paper "Bridges From School to Working Life," that "federal activities will focus on disseminating effective practices, providing assistance to states, and building the capacity of the professional community." To this end, OSERS has supported programs of research

and evaluation related to transition, secondary and post-secondary model demonstration projects, a new supported employment initiative, and personnel preparation for transition.

In 1984, the Division of Personnel Preparation (DPP) announced a competition for the preparation of leadership personnel in the area of transition. Applicants were encouraged to develop programs which combined training in special education, vocational education and vocational rehabilitation. Nine universities were funded through this competition.

In 1987, the DPP again held a competition for the preparation of transition personnel. This competition focused upon the need to train direct service personnel to assist youth with handicaps in making the transition from school to work and adult life. Applicants were requested to prepare personnel who would "be knowledgeable about the trends and practices in business and industry and about the various agencies (e.g., social security, vocational rehabilitation, mental health/mental retardation) that impact upon handicapped students leaving school for a job." The announcement for the competition suggested that preparation programs be interdisciplinary and include, at a minimum, special education, vocational education, and vocational rehabilitation in the planning and delivery of training. Sixty-one applications were submitted for funding under the 1987 Transition Competition and 13 were supported for a total of $1,228,351. In 1988 $500,000 was allocated to this priority/competition and six additional projects were supported.

Purpose of the Document

This monograph is an organized compilation of the competencies for transition specialists identified by the 13 successful applicants to the 1987 Transition Competition. It sets forth knowledge and performance outcomes identified by the largest number of new personnel preparation programs for transition specialists heretofore funded by DPP in any one year.

This document was prepared for the purposes of: a) assisting institutions of higher education in the development of curricula for the preparation of transition specialists and b) enhancing the quality of future applications for federal support of programs to prepare these personnel. By compiling competencies for transition specialists, from a variety of sources, the authors have taken a first step toward addressing the former purpose. They hope that others will continue the process of curriculum development by refining/reducing the information in this document and ultimately validating a set of competencies that can be used in the preparation of transition specialists.

Process Used to Aggregate Competencies

In preparing this document, the authors began by extracting all of the competencies from the 13 successful applications. Nearly 700 competencies were identified in this phase. An extended process of content analysis was then used to develop a framework thought to be beneficial for the development of curricula for the preparation of transition specialists. This process was used also to aggregate competencies under headings and subheadings of the framework. The result was a structure consisting of 14 major headings which was used to organize 636 seperate competencies into 39 clusters.

The following rules were used in coding and editing the competencies in this volume. Each of the 13 programs was assigned a numeric code. Subsequently, competencies were extracted and clustered by content; identical competencies were identified, and duplicates were eliminated. When duplicates were discovered, the numeric code for each program identifying the competency was retained. Thus, some competencies are followed by more than one code number, reflecting the fact that each of the programs identified the competency. Competencies which were different, even slightly, were retained. Minor modifications were made to the wording of some of the competencies in an attempt to standardize language and form. When editing competencies, the authors were careful to retain the intent of the original statements.

Caveats

The 13 programs which were the sources of the competencies in this monograph are similar in that they were funded under the 1987 Transition Competition and that all prepare personnel to aid in the transition of youth with handicaps. However, in other ways the programs differ significantly from one another. For example, they prepare graduates for diverse roles. A brief analysis of the differences among these programs on the dimensions of degree/level, role, and population served is provided in Table I.

The programs also differ in content and emphases assigned to different topics. The authors were cognizant of these differences and realized that in organizing competencies from diverse programs into a common framework, many extant differences would be masked. Readers are alerted to this situation and are referred to Appendix A for an analysis of emphases and agreement among programs in

relation to the 39 clusters/areas used to organize the competencies in this document. The analysis highlights the diversity that exists among the curricula of these 13 programs and is intended to assist the reader to see beyond the illusion of uniformity.

Abstracts for the 13 programs are contained in Appendix B. A review of the abstracts will provide the reader with a greater understanding of the similarities and differences that exist among the programs which generated the competencies cited in this document.

TABLE I

FY 87 TRANSITION COMPETITION PROJECTS

AND DISCRIPTORS

ID#	Institution	Population	Role	Degree/Level
1.	University of Nebraska Lincoln	Mildly-Moderately Handicapped	Secondary Special Education Teacher	B.S./M.Ed. in Special Education
2.	Virginia Commonwealth University	Moderately-Severely Handicapped	Career Education Specialist Supported Employment Specialist Supported Living Specialist Adult Service Provider Special Education Teacher Allied Health Personnel	Nine Hour sequence as part of Master's
3.	University of Hawaii	Moderately-Severely Handicapped	Employment Training Specialist Community Based Instructor Paraprofessional Job Coach	M.Ed. Graduate Certificate
4.	Southern Illinois University	Mildly-Severely Handicapped	Secondary Special Education Teacher Rehabilitation Counselor Job Development & Placement Specialist Agency Administrator Independent Living Specialist Vocational Education Coordinator	Master's degree in Special Education, Vocational Education, or Rehabilitation
5.	California State University Long Beach	Mildly-Severely Handicapped	Special Education Teacher Vocational Education Teachers Adult Service Personnel	Post-Baccaulaureate, 18 hour Certificate Master's & Post-Master's certificate

TABLE I

ID#	Institution	Population	Role	Degree/Level
6.	University of Arkansas Little Rock	Moderately-Severely Handicapped	Transition Specialist Supported Employment Agency Administrator Job Developer & Supervisor Job Coach	M.Ed.
7.	University of Vermont	Mildly-Severely Mentally Retarded	School personnel providing employment training services	M.Ed. in Special Education, Certificate of Advanced Study in Special Education
8.	Pennsylvania State University	Mildly-Severely Handicapped	Secondary Special Education Teacher Rehabilitation agency personnel Community agency personnel Community Placement Specialist	M.Ed. or M.S.in Special Education
9.	University of Maryland	Mildly-Severely Handicapped	Transition School Specialist Post-Secondary Transition Specialist Job Coach	M.A. or M.Ed. Certificate
10.	University of Kansas	Mildly-Moderately Mentally Retarded	Secondary Special Education Teacher Career Transition Specialist	M.S.in Special Education
11.	University of Kentucky	Mildly-Severely Handicapped	Secondary Special Education Teacher Vocational Education Teacher Rehabilitation Counselor Adult Service Personnel	M.A.,M.S.in Special Education, Vocational Education, Rehabilitation Counseling

TABLE I

12.	San Diego State University	Mildly-Severely Handicapped	Special Educator Vocational Educator Rehabilitation Counselor Post-Secondary Instructor Industrial Studies Instructor Communicative Disorders Specialist	Transition/Supported Employment Specialist Certificate, 15-21 Credit Hours
13.	Kent State University	Mildly-Severely Handicapped	School-Work Coordinator Mainstreaming Coordinator Supported Work Specialist School Rehabilitation Counselor Special/Vocational Occupational Specialist	M.Ed.,M.A.,Ed.S. in Special Education, Vocational Education, Rehabilitation

1.0 Philosophical and Historical Considerations

1.1 Identify significant sources of information about the special education field. 10

1.2 Identify and describe in traditional and functional terms the various handicapping conditions. 4, 10

1.3 Demonstrate an understanding of the relationship between programmatic needs and severity of handicapping conditions. 3,6

1.4 Describe the relationship of special to regular education. 10

1.5 Describe the philosophy and goals of special education and related services programs. 10

1.6 Develop a statement of educational/service philosophy for meeting the needs of moderately/severely handicapped persons in society. 3

1.7 Compare and contrast the models, theories, and philosophies which serve as the basis for the existing service delivery systems in special education and adult services. 7

1.8 Demonstrate knowledge of the history of services for severely disabled people. 6

2.0 General Transitional Concerns

2.1 Demonstrate an understanding of the philosophical basis, legislative action, and empirically demonstrated value of systematic transition planning and programming, community-based instruction, and supported employment for moderately and severely handicapped individuals. 3

2.2 Demonstrate knowledge of the various handicapped populations and their unique transitional service and employment needs and vocational training possibilities. 5

2.3 Describe the basic elements of community based instruction and how those elements relate to the transitional needs of handicapped youth. 2

2.4 Describe the rationale for working with parents and community agencies in assisting mild/moderately handicapped students to make transitions to post school settings. 1

2.5 Analyze, compare, and contrast the ethical principles and dilemmas which must be considered in the delivery of transitional services for students with handicaps. 7

2.6 Describe the concept of education as a lifelong and continuous process of learning. 2

2.7 Describe the major elements of Transition models. 10

2.8 Identify various secondary and post-secondary models of school to work transition and their utility/ limitations to specific populations. 9

2.9 Understand the theoretical models, personnel roles, and best practices for providing transitional services to the handicapped. 6

2.10 Demonstrate understanding of roles, responsibilities of interdisciplinary service providers in school to work transition. 3

2.11 Demonstrate the knowledge and skills concerning effective elements and practices in developing, implementing and evaluating comprehensive secondary and transitional programs. 7

2.12 Identify and implement steps in the transition process that will directly affect employment/residential placement outcomes. 9

2.13 Utilize best practices relative to the placement, training, monitoring, and follow-up of students with handicaps in transitional and supported employment environments. 7

2.14 Develop skills necessary to facilitate productive community outreach activity efforts for developmentally disabled youth in their transition from school to work. 12

2.15 Describe obstacles to transition (e.g., social, legislative, environmental, political, etc.). 8

2.16 Identify obstacles in the transition planning stages and strategies to overcome them. 9

2.17 Describe political, social, and organizational efforts that may be effective in overcoming transition obstacles. 8

2.18 Identify and discuss work and residential incentives. 4

2.19 Identify and discuss work and residential discentives. 4

2.20 Explain issues and problems associated with transition as it may relate to age, program changes, and transfer to a new agency. 10

2.21 Identify current issues regarding community living, employment, and acceptance of the exceptional individual. 4

2.22 Show awareness of other topics pertinent to the life experiences of disabled individuals. 4

3.0 Professionalism

3.1 Maintain confidential information in a professional manner. 11

3.2 Demonstrate code of ethics for professional human service providers. 3
a. Articulate a set of guiding principles for Employment Training Specialist role.
b. Clarify values for personal/professional growth.

3.3 Define and demonstrate total concepts of "professional attitude and demeanor" and its relationship to professional power and potential. 3

3.4 Articulate a vision/purpose for professional involvement and growth. 3

3.5 Develop objectives and timelines for professional contributions to moderate/severe handicapped persons, the local community, professional community. 3

3.6 Share with others as part of self-analysis for self-improvement. 3

3.7 Identify and examine a variety of activities through which student can actively enhance his/her own life-long professional growth and development. 3

3.8 Demonstrate ability to present papers at current state and regional conferences related to secondary school age persons with developmental and/or behavioral disabilities. 11

3.9 Demonstrate ability to participate in planning and developing symposia or conferences. 11

3.10 Demonstrate ability to participate in evaluating symposia or conferences. 11

4.0 Advocacy

4.1 Demonstrate knowledge of teachers' roles as advocates for mild/moderately handicapped students. 1

4.2 Identify situations where corrective feedback as an advocate might be necessary. 1

4.3 Demonstrate understanding of the concept and act as an advocate for handicapped individuals throughout the transition process. 9

4.4 Explain knowledge and skills needed to be an effective advocate for persons with career and transition program needs. 10

4.5 Identify and utilize advocacy resources available at the local, state, and regional levels for families and persons with handicaps (e.g., vocational rehabilitation, Office of Mental Retardation, social services). 1

4.6 Demonstrate ability to assist parents in becoming advocates for for their child. 11

4.7 Communicate effectively with parents to enhance advocacy for their youth's smooth and uninterrupted integration into the work force and general adult community. 12

4.8 Demonstrate ability to communicate with a variety of school and communitybased personnel and to act as an advocate for adolescents and young adults with disabilities. 9

4.9 Utilize advocacy strategies for the integration into employment and community environments of students with handicaps. 7

4.10 Demonstrate skills and knowledge of specific advocacy strategies which assist moderately/severely handicapped persons to maintain employment. 3

4.11 Demonstrate the skills and knowledge of specific advocacy strategies which assist the individual to maintain employment, including: promotion of co-worker relationships; helping the individual to complete the job; reinforcement of co-workers, and employers; and providing parental support in problem situations. 7

4.12 Demonstrate the interpersonal and advocacy skills necessary to assist employers/co-workers in helping trainees to meet the demands of an integrated paying work environment. 7

5.0 Knowledge of Agencies

5.1 Identify and operationally define and use relevant rehabilitation terminology. 4, 11

5.2 Demonstrate knowledge of rehabilitation eligibility. 6

5.3 Demonstrate knowledge of general rehabilitation methods. 6

5.4 Describe transition services available to handicapped youth through the Office of Vocational Rehabilitation. 8

5.5 Describe theory related to Rehabilitation Counseling. 11

5.6 Demonstrate knowledge of rehabilitation counseling/assessment practices. 12

5.7 Identify and operationally define and use relevant special education terminology. 4, 11

5.8 Identify and operationally define and use relevant vocational education terminology. 4, 11

5.9 Describe theory related to Vocational Education. 11

5.10 Demonstrate knowledge of vocational education principles. 6

5.11 Demonstrate knowledge of the history of vocational education. 6

5.12 Identify specific areas of emphasis included in vocational education programs. 10

5.13 Explain the relationship of vocational education programs to special education and regular education programs. 10

5.14 Demonstrate knowledge of the relationship of career/vocational education as an adult adjustment approach which provides preparation of entry into the mainstream of the community for handicapped adolescents. 1

5.15 Identify and describe the services provided by a variety of agencies and resources. 1

5.16 Identify vocational, community, and educational service providers. 4

5.17 Demonstrate knowledge of the following educational and adult service organizations involved in the transitional planning process: Division of Special Education, Division of Adult and Vocational Education, Division of Mental Retardation, Division of Vocational Rehabilitation, and Department of Employment and Training. 7

5.18 Identify roles of service providers. 4

5.19 Describe roles of special educators, vocational educators, and rehabilitation counselors. 11

5.20 Identify and describe school services. 4

5.21 Describe and define the various roles and responsibilities of special education teachers in working with parents, post-secondary education programs and community agencies. 1

5.22 Knowledge of school-based and community guidance/counseling programs and referral services. 11

5.23 Describe the types of services provided by human services programs. 10

5.24 Identify the criteria used to determine eligibility for participating in activities or services conducted by human services programs. 10

5.25 Explain the ways in which local and state human services programs interrelate with programs in special education and vocational education. 10

5.26 Identify and describe post-school services. 4

5.27 Demonstrate knowledge of adult programs/agencies. 6

5.28 Demonstrate knowledge of various services in the community and state for adolescents and young adults with developmental and behavioral disabilities. 11

5.29 Demonstrate knowledge of the available human and professional resources and services to assist handicapped people in transition. 5

5.30 Demonstrate knowledge of the various employment and training delivery systems for the handicapped at the secondary and adult services levels. 5

5.31 Be knowledgeable and capable of utilizing employment and training resources and services available at the secondary and adult services level. 5

5.32 Demonstrate knowledge of existing agencies and services and of various funding agencies related to secondary school-age persons with developmental and/or behavioral disabilities. 11

5.33 Show awareness of resources, strategies, and services available to help disabled people and their families in the community. 4

5.34 Demonstrate a knowledge of public agencies which provide resources and information that may support an individual's placement in integrated paying work environments (i.e. Vocational Rehabilitation, job service, social security, social welfare, mental health, etc.) and the statutes and policies which govern each. 7

5.35 Demonstrate a knowledge of community resources that may support an individual's placement in an integrated, paying work environment. (i.e. the Rotary, the Grange, Chamber of Commerce, the VFW, the League of Women Voters, etc.) 7

5.36 Describe the effective articulation of services from educational, rehabilitative, and mental health/mental retardation programs to competitive employment. 8

5.37 Identify and effectively use school/rehabilitation support services in programming. 3

5.38 Plan and conduct an activity designed to identify public and private organizations that will provide resources for community living and employment for persons with disabilities. 10

5.39 Describe transition services available to handicapped youth through the Office of Mental Health and Mental Retardation. 8

5.40 Describe transition services available to handicapped youth through sheltered rehabilitation centers, community colleges, technical schools, and baccalaureate conferring institions. 8

5.41 Describe transition services available to handicapped youth through Private Industry Councils. 8

5.42 Delineate and interrelate roles, responsibilities, practices, philosophies of special education, vocational rehabilitiation, vocational education, business. 3

5.43 Describe the relationship of a supported employment program to other education programs. 6

5.44 Demonstrate appreciation for and encourage contributions of differing disciplines toward youth and well being of moderate/severe handicapped persons. 3

5.45 Demonstrate ability to coordinate activities with community agencies. 11

5.46 Demonstrate understanding of inter-agency and/or departmental cooperation in vocational education, special education, rehabilitation, and other service providers. 3

5.47 Describe strategies for fostering interagency cooperation to facilitate community based programs. 2

5.48 Demonstrate understanding of and ability to design interagency cooperative agreements between vocational education, vocational rehabilitation, special education, and guidance and counseling. 9

5.49 Demonstrate knowledge of the theory and skills of interagency collaboration and funding procedures related to supported employment. 12

5.50 Develop skills in working with citizen and community agencies which facilitate cooperation among schools and service agencies which serve handicapped students. 1

5.51 Develop plans for interagency cooperation and role delineation. 4

5.52 Demonstrate an ability to work with both public school and adult services personnel in the planning and delivery of transitional services to the handicapped person. 5

5.53 Demonstrate networking skills to make effective use of generic and specialized/formal and informal community resources in assisting moderately and severely disabled persons to participate in the ongoing life of the community. 3

5.54 Demonstrate skills needed to work with existing transition and community services for purposes of meeting individual needs. 3

6.0 Knowledge of Systems Change

6.1 Demonstrate the knowledge and skills concerning theory and related concepts in developing systems level plans and their implementation. 7

6.2 Demonstrate working knowledge of system theory and practice as it relates to education/ rehabilitation system; particular emphasis on production of positive change in culture of the school or community training. 3

6.3 Demonstrate the ability to formulate a problem within a community or interagency context. 7

6.4 Integrate and synthesize information applicable to planning, implementing, and evaluating the transitional process for students with handicaps through an analysis of the organizational relationships between secondary and adult service systems. 7

6.5 Demonstrate the knowledge and skills of applying systems planning strategies and techniques to organizations. 7

6.6 Demonstrate the knowledge and skills related to organizational issues and barriers to implementing transitional systems change plans. 7, 6

6.7 Identify and assist in remediating or circumventing barriers that severely handicapped face in transportation, employment, parenting, training, housing and functioning within the service system. 3

a. Be sensitive and knowledgeable about the various problems severely handicapped face in their employment situation and financial life.

b. Demonstrate understanding of various types of barriers handicapped face in transportation, employment, housing.

6.8 Demonstrate the ability to formulate and determine a sequence of objectives designed to address a systems-level problem. 7

6.9 Demonstrate the skills necessary to analyze the decision-making process within the systems change context. 7

6.10 Demonstrate the skills necessary to collaborate and negotiate with other organizations in developing action plan alternaties to bring about systems change. 7

6.11 Produce skills needed in creative manipulation of existing services for purposes of meeting individual needs of moderately/severely handicapped youth. 3

6.12 Demonstrate ability to serve as change agent to integrate moderately/severely handicapped persons into the community work force. 3

7.0 Legal Aspects

7.1 Identify state and federal guidelines. 13

7.2 Identify federal agencies and their service guidelines for youth with handicaps. 4

7.3 Demonstrate knowledge and compliance with state rules and regulations related to exceptional children. 11

7.4 Explain regulatory requirements for the provision of special education services. 10

7.5 Demonstrate knowledge of due process procedures and requirements. 11

7.6 Identify and describe operational guidelines for school-related (state and local). 4

7.7 Explain legal and regulatory requirements that apply to program development and operation. 10

7.8 Identify and describe operational guidelines for post-school services (state and local). 4

7.9 Cite relevant state and federal legislation relating to appropriate education and training for both secondary age handicapped youth and young adults. 2

7.10 Describe the local and state regulations governing the placement of students with handicaps in community based job training sites. 1

7.11 Identify labor laws that affect job placement. 13

7.12 Describe transition related implications of P.L. 98-199, (P.L. 94-142) The Education for Handicapped Act. 9,3,8

7.13 Describe transition related implications of P.L. 98-221, The Rehabilitation Amendments; 1983 (P.L. 93-112, Sections 503, 504, 506). 9,3,8,1,6

7.14 Describe transition related implications of P.L. 98-524, The Carl D. Perkins Vocational Education Act of 1984. 9,8,10,1,12

7.15 Describe transition related implications of P.L. 97-300, The Job Training and Partnership Act. 9,3

7.16 Demonstrate understanding of the child labor laws at the local, state and federal levels and new JTPA regulations. 3

7.17 Describe transition related implications of P.L. 94-482,(Voc Ed) as related to programming and provision of appropriate least restrictive services. 3

7.18 Delineate implications of P.L. 94-142, 482, and 93-112 and how these laws relate to training and employment of the handicapped. 3

8.0 Working with Others

8.1 Communication

8.1.1 Describe a variety of communication skills which may be used effectively with families and members of various cultural groups and families. 1

8.1.2 Demonstrate knowledge of communicating and utilizing consulting, and conferencing strategies with parents. 1

8.1.3 Show awareness of effective communication and interaction between parents and professional persons. 4

8.1.4 Demonstrate appropriate interpersonal communications. 6

8.1.5 Demonstrate interpersonal skills, such as good communication skills. 6

8.1.6 Use a variety of communication techniques effectively in both simulated and actual interview situations with family members and other professionals. 1

8.1.7 Develop communication skills in working with parents/significant others to set goals, implement programs, do crisis intervention, do follow-up and aid in case management for handicapped adolescents and young adults. 9

8.1.8 Identify and apply a conflict resolution model to simulated home and/or special education programs. 12

8.1.9 Develop communication skills vital to the transition planning process such as: setting agendas; soliciting assistance of relevant parties; joint decision-making/objective setting; small group management. 9

8.1.10 Communicate effectively with the variety of school and community agencies including special education, vocational education, vocational rehabilitation, regional center, social security administration, transit authorities, and others. 12

8.1.11 Demonstrate ability to accurately communicate project goals to employers. 13

8.1.12 Demonstrate ability to communicate accurate information and realistic expectations of clients to employers. 13

8.1.13 Demonstrate the skills and knowledge related to interpersonal communication which will assist the individual in maintaining employment. These skills include: active listening; assertiveness; conflict resolution; and giving and receiving constructive feedback. 7

8.1.14 Demonstrate skills and knowledge related to interpersonal communications, which will assist moderately/severely handicapped individuals to maintain employment. 3

8.1.15 Develop communication skills for working with employers and workers who will be responsible for training and day to day contact with handicapped individuals. 9

8.2 Consultation

8.2.1 Obtain consultation skills to facilitate vocational instruction for the handicapped individual. 5

8.2.2 Plan and implement ongoing consultation and training related to school age persons with developmental and/or behavioral disabilities. 11

8.2.3 Modify and adjust ongoing consultation and training to progress of trainees. 11

8.2.4 Demonstrate the skills and knowledge related to consultation strategies including interpersonal communication skills such as active listening, assertiveness, conflict resolution, and giving and receiving constructive feedback. 7

8.2.5 Demonstrate the ability to develop, implement, and evaluate a consultation plan that facilitates a cooperative interaction between two or more persons in schools, adult services agencies, or the community. 7

8.2.6 Evaluate effects of on-going consultation and training related to school age persons with developmental and/or behavioral disabilities. 11

8.2.7 Conduct teacher to teacher conferences. 13

8.3 Interdisciplinary Teamwork

8.3.1 Describe the responsibilities of the special education team associated with the steps of the coordinating process from the point of referral of a handicapped student for services to program completion. 12

8.3.2 Know the responsibility of the special education team in advising agency officials on educational concerns identified through the coordinating and service delivery process. 12

8.3.3 Demonstrate problem-solving ability and analyze issues in a team context. 3

8.3.4 Identify and apply the steps in a decision making model to the special education team. 12

8.3.5 Demonstrate knowledge of interpersonal and group processes. 6

8.3.6 Analyze and implement maximal team member functioning. 12

8.3.7 Facilitate the active involvement of parents on the special education team. 12

8.3.8 Demonstrate knowledge of various disciplines likely to be on assessment and instruction teams. 11

8.3.9 Comply with team rules, procedures, and expectations. 11

8.3.10 Demonstrate ability to become involved and communicate with interagency/transdisciplinary task force. 12

8.3.11 Work with community-based support services so youth can integrate into the community. 3

8.3.12 Acquire skill in interagency/interdisciplinary/parent coordination and collaborative planning efforts. 12

8.3.13 Coordinate inter-disciplinary vocational training and service planning during the secondary and/or post-secondary transition years. 3

8.3.14 Demonstrate knowledge of various team models for assessment and instruction. 11

8.3.15 Describe effective models/practices in interdisciplinary planning and barriers to cooperative efforts. 9

8.4 Parents

8.4.1 Identify and describe various factors relating to the impact of a handicapped learner on the family unit. 1,4

8.4.2 Assist parents in developing realistic expectations for their child and/or adolescent in academic and occupational areas. 1

8.4.3 Identify the effects of a family upon a disabled individual. 4

8.4.4 Demonstrate knowledge of the legal and ethical considerations in relating to parents and community agencies. 1

8.4.5 Provide information to parents relative to additional sources of assistance, legal rights and procedures, etc., as needed. 13

8.4.6 Demonstrate ability to follow all parental permission procedures. 13

8.4.7 Inform parents of their responsibilities. 13

8.4.8 Demonstrate ability to direct parents to community and governmental agencies, volunteer and non-profit groups, and parent organizations which provide supportive service to mild/moderately handicapped students. 1

8.4.9 Demonstrate ability to follow up all parental requests for information/assistance promptly. 13

8.4.10 Develop a comprehensive program designed to insure parent involvement and address parent concerns. 2

8.4.11 Demonstrate ability to involve parents as actual participants in team activities and decisions. 11

8.4.12 Keep parents involved on a regular basis of client pro gress. 13

8.4.13 Involve parents in the design, implementation, and evaluation of behavior management programs to facilitate maintenance and generalization. 11

8.4.14 Involve the family as a primary source of student reinforcement. 13

8.4.15 Establish and maintain rapport with parents. 11

8.4.16 Assess parents' needs and abilities. 11

8.4.17 Plan and conduct efficient parent meetings. 1

8.4.18 Engage in shared goal-setting with parents in relation to adolescent or young adult with developmental and/or behavioral disabilities. 11

8.4.19 Plan a variety of activities to meet goals set with parents. 11

8.4.20 Conduct a parent-teacher conference. 13

8.4.21 Conduct a successful home visitation. 13

8.4.22 Demonstrate techniques for creating school-parent liaisons. 1

8.4.23 Demonstrate knowledge of designing parent intervention programs and activities to enhance transition. 1

8.4.24 Identify and substantiate the important components of a parent education program through practica experiences which field-test and evaluate training content. 1

8.4.25 Evaluate a commercially available material designed to assist/train parents to work with their problem/handicapped child. 4

8.4.26 Provide information and training to parents. 11

8.4.27 Develop and implement training programs for parents and awareness programs for community agencies. Essential skills include conducting needs assessment, establishing appropriate competencies, designing training activities, and evaluating the effectiveness of the training. 1

8.4.28 Aid parents in implementing extensions of agency or school-based instruction in the home. 11

8.4.29 Develop and supervise instructional and/or management programs using parents as intervention agents including skill in the development of instructional strategies to facilitate independent living, employment, or continuing education. 1

8.4.30 Demonstrate skill in interaction/training parents/house parents/guardians by working with the caretakers of at least one student from the practicum site. 4

9.0 Development and Management of Individualized Plans

9.1 Development of IEP's and Other Program Plans

9.1.1 Identify service providers that may contribute to the development and implementation of a transition plan. 8, 1, 3

9.1.2 Identify and understand the roles of various members serving on Individualized Education Planning teams. 12

9.1.3 Identify the roles and contributions of school, agency and community representatives in planning career development and transition programs. 10

9.1.4 Describe personnel roles and activities in developing and delivering individual transitional services plans for handicapped students. 5

9.1.5 Develop a school policy statement regarding the involvement of parents in the transition planning for handicapped adolescents. 1

9.1.6 Acquire skill in planning individualized transition services for handicapped youth (to include community agency coordination, parent conferences, school-agency team conferences). 12

9.1.7 Demonstrate the skills necessary to organize a system to develop individualized transitional programs. 7

9.1.8 Involve parents in a meaningful way in the development of the student's individual transition plan (ITP). 1, 12, 3

9.1.9 Involve parents in instructional program planning when appropriate, instructional program implementation. 11

9.1.10 Identify strategies for involving the myriad of agencies involved in community based instruction in in the planning of individualized education/transition plans. 2

9.1.11 Describe instructional or intervention programs that can be developed from the results of comprehensive evaluations. 10

9.1.12 Prepare individualized programs (IEP, ITP, IWRP, IHP). 11, 12, 9, 10, 1, 5, 7, 4, 6, 2

9.1.13 Develop student training plans. 13

9.1.14 Develop longitudinal transition plans. 4

9.1.15 Determine discrepancies in students' present abilities and current and future needs. 2

9.1.16 Establish program performance goals. 6

9.1.17 Write behavioral objectives based on client assessment information. 13

9.1.18 Write yearly and short-term objectives based on assessment data for secondary school age adolescents and young adults. 11, 12, 8, 13

9.1.19 Assure maintenance of handicapped youth in LRE. 3

9.1.20 Identify appropriate trainer(s) for each objective. 13

9.1.21 Identify appropriate (natural) training setting(s) for each objective. 13

9.1.22 Identify training strategies to be used for each objective. 13

9.1.23 Prioritize client needs for training relative to employment and independent functioning in natural setting(s). 13

9.1.24 Implement individualized programs (IEP, ITP, IWRP, IHP). 1, 12, 5

9.1.25 Evaluate individualized programs (IEP, ITP, IWRP, IHP). 7, 1, 8, 9

9.1.26 Prepare an outline for a staffing to move the individual to a less restrictive program or back into the community. The outline will be developed from a case study and will include: a) identification of possible placement sites, b) analysis of demands placed on clients in each site, c) selection and justification of choice of future placement, d) copy of written and graphic summative evaluation of client competencies in various curriculum areas, e) plans for follow-up present placement and f) specific steps to program for the generalization and maintenance of of behavior change. 4

9.2 Case Management

9.2.1 Demonstrate appropriate case management procedures. 6

9.2.2 Develop skills necessary to facilitate successful client intake interviews as developmentally disabled youth enter the adult service delivery system. 12

9.2.3 Develop skills in caseload management goals and demonstrate components of caseload management strategies unique to the facilitation of developmentally disabled youth in their transition from school to work. 12

9.2.4 Develop skills and techniques of successful case closure as related to developmentally disabled youth. 12

9.2.5 Outline and apply strategies for enhancing coordination among responsible agents in the implementation and completion of individualized education programs for handicapped students. 12

9.2.6 Conducting IEP, parent, and transdisciplinary conferences, including necessary paperwork, planning, scheduling, and follow-up related to transition into the adult community. 12

10.0 Planning and Organizing Instruction

10.1 Preparing for Instruction

10.1.1 Group students for small group instruction. 13

10.1.2 Plan and implement various direct and group instruction formats for secondary school age adolescents and young adults. 11

10.1.3 Develop a process and procedure for student selection. 13

10.1.4 Organize a club program. 13

10.1.5 Identify resource people. 13

10.1.6 Identify possible field trip sites. 13

10.1.7 Arrange guided field experiences. 13

10.1.8 Locate and select instructional materials. 13

10.1.9 Identify appropriate (natural) training materials for each objective. 13

10.1.10 Identify appropriate instructional materials and systematic training techniques which may aid in alleviating the discrepancy between handicapped youth's present abilities and present and future needs. 2

10.1.11 Design, select, evaluate and adapt instructional materials to meet individual learners needs. 11

10.1.12 Construct lesson plan. 13

10.1.13 Organize a weekly plan of instruction. 13

10.1.14 Develop a unit plan. 13

10.1.15 Design the physical facilities of a classroom. 13

10.1.16 Identify emotional factors that affect class environment. 13

10.1.17 Select, evaluate, and use a variety of adaptive equipment and assistive devices for secondary school age adolescents and young adults. 11

10.1.18 Design and modify effectively the learning environment including the schedule and physical arrangement of the environment. 11

10.1.19 Identify probable activities for advanced education/ training for individual students. 11

10.1.20 Plan an instructional schedule for an individual that provides for training these objectives and for skill generalization. 4

10.1.21 Stimulate learning through brainstorming, buzz groups, jeopardy, etc. 13

10.1.22 Employ role playing and simulation techniques. 13

10.2 Record Keeping

10.2.1 Collect, organize, and maintain records of developmental and academic performance. 11, 13

10.2.2 Prepare progress reports and referrals that are clear, concise, objective, and diplomatic. 11

10.2.3 Develop and maintain anecdotal records pertinent to the development of the secondary school age students with developmental and/or behavioral disabilities. 11

10.2.4 Develop a system of recording attendance. 13

10.2.5 Develop program management strategies: 13
a. Develop a personal data file for a student.
b. Develop an accurate record system.
c. Develop a filing system.
d. Construct a system of reporting student progress.
e. Develop local program objectives.
f. Design a tool to be used in a student follow-up study.

10.2.6 Secure written permission to review an individual's records and conduct interviews with the individual, relevant service providers, parents/guardians, etc. 7

10.2.7 Maintain a personal data file on each student. 13

11.0 Assessment, Delivery and Evaluation of Instruction for Community Living

11.1 General Knowledge: Curriculum

11.1.1 Identify and evaluate published curricula in the following areas: 11
- a. prerequisites to learning skills including, among others, imitation and task attending
- b. motor development
- c. perceptual development
- d. self-care skills
- e. communication and language skills
- f. functional academics and pre-academics
- g. vocational skills
- h. social skills and social interactions
- i. independent living and community mobility
- j. recreational and leisure skills, play
- k. sensorimotor skills

11.1.2 Select appropriate procedures, activities, and methods from published curricula to meet students' needs. 11

11.1.3 Demonstrate knowledge and awareness of models of curriculum development, including the developmental and functional models. 11

11.1.4 Plan and implement developmental and functional instructional programs in the following areas: (a) prerequisites to learning skills including, among others, imitation and task attending, (b) motor development, (c) perceptual development, (d) selfcare skills, (e) communication and language skills, and (f) sensorimotor skills. 11

11.1.5 Explain the criterion of ultimate functioning and its implications for instruction of handicapped students. 4

11.1.6 Describe the concepts of normalization, criterion of ultimate functioning, and chronological age appropriateness of activities and how those concepts relate to the transitional needs of handicapped youth. 2

11.1.7 Defend the requirements of CA appropriate materials and skills, functionality, training in natural settings, integrated schooling, grouping and data-based programming. 4

11.1.8 Describe the philosophical bases from which community-based instructional curricula and techniques are drawn. 2

11.1.9 Discuss the rationale and defend the use of a top-down strategy for skill selection and curriculum development. 4

11.1.10 Describe the process, using an example, involved in the implementation of a top-down strategy for skill selection. 4

11.1.11 Write a functional curriculum for a student using a top-down approach. 4

11.1.12 Develop and implement curricula to meet students' needs for functioning in specific environments including the use of ecological inventories to plan functional routines. 11

11.2 General Knowledge: Learning Theory

11.2.1 Describe the principles of respondent and operant human behavior. 11

11.2.2 Identify appropriate and inappropriate client behaviors in natural settings relative to standards for non-handicapped persons. 13

11.2.3 Identify and operationally define relevant target behaviors. 4

11.2.4 Describe data collection procedures: 4, 11, 6, 7, 2, 13
- a. frequency recording
- b. rate recording
- c. durational recording
- d. time sampling
- e. interval recording
- f. task analytic assessment
- g. continuous recording

11.2.5 Select appropriate data collection procedures for measuring particular target behaviors. 4, 11, 13

11.2.6 Obtain and record appropriate baseline data. 13, 7

11.2.7 Collect and record accurate acquisition data. 13

11.2.8 Prepare graph to accurately display data. 4, 11, 7, 13

11.2.9 Interpret graphic displays of data. 4

11.2.10 Calculate interobserver reliability for various types of data collection procedures using different methods of calculation and describe the advantages and disadvantages of each and demonstrate an understanding of the importance of such reliability. 4

11.2.11 Conduct interobserver reliability checks. 7

11.2.12 Identify a heirarchy of reinforcers. 4

11.2.13 Describe variables (parameters) and/or techniques that can be manipulated to increase the effect of a reinforcer on a behavior:
a. deprivation
b. type
c. schedule
d. immediacy
e. amount
f. proximity
g. labelling
h. pairing
i. novelty
j. delivery of reinforcement. 4

11.2.14 Develop positive reinforcement techniques. 13

11.2.15 Deliver reinforcers at appropriate times and rates. 13

11.2.16 Describe the procedures for establishing a token reinforcement system. 4

11.2.17 Describe procedures for fading reinforcement and establishing natural environment events as reinforcers. 4

11.2.18 Develop a task analysis and use it for assessment and teaching. 4, 6

11.2.19 Conduct task analyses in a variety of curricular areas for secondary school age individuals and adults. 11

11.2.20 Describe and discuss response prompting procedures including:
a. graduated guidance
b. verbal
c. model
d. touch
e. gestural
f. physical prompts 4

11.2.21 Discuss the relative effectiveness of combinations and sequences of response prompts (e.g., Independent, Verbal, Gestural, Hand over Hand, Verbal, Physical, Modeling, Verbal, Independent). 4

11.2.22 Modify antecedent events to promote errorless learning. 4

11.2.23 Fade antecedent support. 13

11.2.24 Use appropriate strategies to shape behavior. 13

11.2.25 Demonstrate use of appropriate correction procedure. 13, 4

11.2.26 Develop cues (e.g., picture instructions, visual cues in natural settings, etc.) which enable client to monitor and modify his/her own performance. 13

11.2.27 Select, evaluate, and modify specific behavior management procedures to control maladaptive behavior (behavior deficits and excesses). 11, 6

11.2.28 Modify learning environments (schedule and physical arrangements) to manage maladaptive behaviors. 11

11.2.29 Plan and implement procedures for increasing student's engaged or on-task behaviors. 11

11.2.30 Use a variety of techniques to promote the generalization of newly acquired skills. 2, 4, 11

11.2.31 Analyze and solve generalization problems. 9,4

11.2.32 Plan and implement instructional procedures to facilitate acquisition, fluency-building, and maintenance. 11

11.2.33 Design instructional programs. 6

11.2.34 Delineate, describe, compare various training programs for moderately/ severely handicapped. 3

11.2.35 Identifies training strategies to be used for each objective. 13

11.2.36 Ability to train effectively. 6

11.2.37 Present a demonstration. 13

11.2.38 Identify and discuss techniques. 4

11.3 Assessment

11.3.1 Describe procedures used to conduct comprehensive evaluations. 10

11.3.2 Identify the assessment procedures used to evaluate the abilities and limitations of handicapped youth and young adults. 2

11.3.3 Identify goals of assessment and various procedures that can be used to achieve the goals. 10

11.3.4 Describe policies that agencies use to develop and conduct assessment activities. 10

11.3.5 Demonstrate knowledge of child screening activities. 11

11.3.6 Describe how assessment results can be used to develop service and instructional program. 10

11.3.7 Plan and implement assessment activities for the purpose of: 9
a. screening;
b. instructional program planning;
c. tentative diagnosis;
d. placement;
e. program monitoring;
f. program evaluation;
g. planning interventions.

11.3.8 Use selected instruments and procedures to complete assessments. 10

11.3.9 Demonstrate knowledge of educational and vocational implications of various medical conditions. 11

11.3.10 Demonstrate ability to seek and obtain information on various medical conditions. 11

11.3.11 Identify relevant medical/physical information about the client. 13

11.3.12 Identify the prognosis of adult adjustment for handicapped youths. 8

11.3.13 Assess student reading level. 13

11.3.14 Demonstrate ability to involve parents in assessment activities. 11

11.3.15 Assess parental preferences for client. 13

11.3.16 Conduct interviews with the individual and parent/guardian to determine potential reinforcers preferred by the individual. 7

11.3.17 Conduct functional assessment techniques such as task analytic assessment, skill sequence assessment, social validation assessment, and discrete measurement of social/related skills and deficits. 9

11.3.18 Use appropriate measurement (assessment) strategies including:
a. direct observation;
b. interviews;
c. direct testing with norm-criterion;
d. curriculum-referenced tests;
e. criterion-referenced tests. 13

11.3.19 Describe the procedures used to assess the handicapped youth's environments across the four life demains of domestic, community, recreation, and vocational. 2

11.3.20 Conduct assessment of the environment including the use of ecological inventories for secondary school-age adolescents and young adults. 11, 6, 2

11.3.21 Assess an individual's domestic skills in his/her domestic setting. 4, 6, 2

11.3.22 Assess an individual's skills in community travel and use of community resources as is relevant to a specific community. 4, 11

11.3.23 Assess student abilities and limitations in community living skills. 2

11.3.24 Assess specific communities and identify available recreational/leisure time activities. 4, 2, 6, 11

a. Assess how an individual uses his/her passive free time.
b. Assess an individual's skill level in relation to the available community recreation activities, using an informal assessment devise constructed to measure a range of relevant skills.
c. Assess or pinpoint an individual's skill level on a specific recreational activity using an assessment device constructed to measure component steps hierarchically arranged in reflection of an accurate task analysis.
d. Assess repeatedly and obtain reliable results.
e. Establish good testing conditions and to closely monitor the client's test performance, adjusting tasks on later trials, as needed, to discover additional information about client skills.
f. Score the results and select relevant instructional objectives.
g. Graph in accurate and understandable terms the baseline, intervention, and follow-up performance data.
h. Demonstrate knowledge of and ability to use reference materials relevant to the development of informal assessment techniques.

11.3.25 Assess an individual's social interaction skills in specific environments (e.g., work, home, public places) using informal assessment procedures including direct observation, role playing techniques constructed to measure a range of relevant social skills. 4

a. Assess repeatedly and obtain reliable results.
b. Establish positive conditions during assessment to closely monitor the client's performance, adjusting the assessment procedures as needed, to obtain a representative sample of behavior and to discover additional information about client skills.
c. Score the results and select relevant instructional objectives.
d. Graph in accurate and understandable terms baseline, intervention, and follow-up performance data.
e. Critique assessment devices and procedures.

11.3.26 Assess ability of individual to modify his behavior. 13

11.3.27 Write reports of assessment results and activities for secondary school age adolescents and young adults. 11

11.3.28 Present an oral and written report of assessment results at staff meetings and in conferences with persons for whom the assessments are completed. 10

11.4 Instruction: Domestic Skills

11.4.1 Identify and prioritize objectives for domestic skill training based on assessment. 4,6

11.4.2 Plan an instructional schedule for an individual that provides for training domestic skill objectives and for skill generalization. 4,6

11.4.3 Provide instruction in domestic skills 4, 6, 2, 11

11.4.4 Plan and implement systematic instructional programs to teach domestic skills including: 4, 6, 2
a. Modification of antecedent events to promote errorless learning.
b. Manipulation of consequences for correct/incorrect responses to increase correct responses.
c. Making data based program decisions.
d. Employment of single subject designs to evaluate
e. Application of the principal of social validation to domestic skill programs.
f. Training for generalization.

11.5 Instruction: Community Living Skills

11.5.1 Identify and discuss the skills necessary for successful community placement. 4

11.5.2 Identify and discuss the most frequently cited reasons for the failure of handicapped persons in community residential settings. 4

11.5.3 Identify and prioritize objectives for community skill training based on assessment. 4

11.5.4 Plan and implement systematic instructional programs to teach community skills including: 4, 2, 6
- a. Modification of antecedent events to promote errorless learning.
- b. Manipulation of consequences for correct/incorrect responses to increase correct responses.

11.5.5 Identify directly relevant community living skills and select the most critical instructional goals for learners. 9
- a. Identify critical skills for indpendent living using environmental inventorying.
- b. Increase awareness of community service providers through community analysis techniques.
- c. Design community intervention programs using validated training procedures.

11.5.6 Apply the principle of social validation to community skill programs. 4, 6

11.5.7 Survey local residential options. 6

11.5.8 Develop a transportation plan that identifies primary and secondary transportation options and identifies the responsible agency, if necessary, for conducting community mobility training. 7

11.6 Instruction: Recreation/Leisure Skills

11.6.1 Plan and implement instructional programs directed toward objectives and established for leisure/recreational skills paying particular attention to: 4, 6, 11, 2
- a. Selection of age appropriate activities.
- b. Instruction in the least restrictive (most normal) settings.
- c. Acquisition of new skills maintenance of acquired skills and generalization of skills across varying conditions.
- d. Antecendent techniques (stimulus materials and request, prompting, fading, etc.).
- e. Consequences for correct responses, errors, and no response.
- f. Data-based program decisions.
- g. Employ single-subject teaching/experimental designs to evaluate program effectiveness.
- h. Application of the principle of social validation and its role in programming the recreation/leisure time skills.

11.7 Instruction: Social Skills

11.7.1 Identify empirical intervention strategies related to teaching social skills in the literature. 9

11.7.2 Plan and implement instructional programs designed to facilitate the acquisition of adaptive social skills. 4, 11
- a. Plan and implement instructional programs designed to decrease maladaptive or antisocial behaviors.
- b. Plan and implement instructional programs designed to maintain and generalize adaptive social skills.
- c. Arrange antecedent conditions (stimulus materials, prompts, fading procedures, etc.) to optimize learning.
- d. Provide consistent consequences for errors, corrects or no response.
- e. Make data-based program changes.
- f. Employ teaching/experimental designs.

11.8 Instruction: Functional Academics

11.8.1 Assess, plan and implement instructional programs in functional academics. 4, 11
- a. Apply principles of instruction for generalized reading or math skills to training specific domestic skills that require reading or math.
- b. Identify when instruction in generalized reading or math skills is appropriate.

11.8.2 Prescribe remedial math activities. 13

11.8.3 Prescribe remedial reading activities. 13

11.9 Evaluation of Instruction

11.9.1 Initiate outcome measures. 6

11.9.2 Conduct and record probe trials accurately. 13

11.9.3 Determine effectiveness of instruction. 13

11.9.4 Use data to evaluate progress. 13

11.9.5 Modify training goals, strategies, settings as needed based on on-going monitoring of data. 13, 4

11.9.6 Assess the effectiveness of training strategies based on performance trends. 7

11.9.7 Validate Instructional Programs, Survey Significant Others. 6

11.9.8 Demonstrate knowledge of outcome/quality of life measurement and measures for determining social validity. 6

11.9.9 Identify standards for behaviors of non-handicapping persons in various natural training settings. 13

11.9.10 Employ single-subject teaching experimental designs to evaluate program effectiveness. 4

11.9.11 Conduct a student follow-up study. 13

12.0 Assessment, Delivery and Evaluation of Job Training

12.1 General knowledge: Theory

12.1.1 Demonstrate knowledge of the rationale for prevocational/ vocational programming for handicapped students at the secondary and post secondary. 4

12.1.2 Define and describe vocational development programs for handicapped youth. 12

12.1.3 Demonstrate knowledge of the theory and history of competitive employment for disabled students. 12

12.1.4 Demonstrate a working knowledge of theories, practices, and techniques of social and human behavior as they relate to work adjustment in vocational/work settings. 9

12.1.5 Demonstrate knowledge of work/personal adjustment skills. 6

12.1.6 Demonstrate knowledge of vocational placement approaches and resources. 11

12.1.7 Demonstrate understanding of the options available for vocational training and placement of the handicapped person. 5

12.1.8 Demonstrate knowledge of the theories of transition and supported employment and supported employment models. 3

12.1.9 Demonstrate an understanding of transitional/supported employment options such as: individual placements in industry, cluster, work crews, enclaves, benchwork models, work cooperatives. 7,4,3,6

12.1.10 Describe and work within enclaves in industry and communitybased crew models. 8

12.1.11 Demonstrate knowledge of organizational structure, functions, and inter-relations of various departments in large corporations. 3

12.1.12 Demonstrate an understanding of employer expectations for performance, as well as industry standards and procedures for production and personnel. 3

12.2 General Knowledge: Career Counseling/Guidance

12.2.1 Demonstrate knowledge of theories of career development and career decision-making. 9

12.2.2 Describe the life-long career education/development process. 9

12.2.3 Describe current theories and models of career development. 10

12.2.4 Career planning and development. 6

12.2.5 Identify reasons for delayed career development in handicapped populations. 9

12.2.6 Demonstrate knowledge and skill in theory and practice of career life planning and work dynamics. 3

12.2.7 Plan and implement age-appropriate career exploration strategies. 9

12.2.8 Use assessment information to plan individual career plans. 9

12.2.9 Identify career, functional life skills, vocational work adjustment and programs. 3

12.2.10 Organize units of instruction on career exploration. 13

12.2.11 Identify curricula that may be used for teaching life-centered career knowledge, skills, and competencies. 10

12.2.12 Conduct a presentation for a referred trainee and their family/ advocate which specifies program services incluing job development, training, and follow-up and describes the potential impact of integrated paying work on daily routines, supplemental security benefits, and other forms of public assistance. 7

12.2.13 Identify the characteristics of the typical occupational work experience student and their implications. 13

12.2.14 Identify the various counseling and guidance services available for the handicapped, their parents, and their advocates. 5

12.2.15 Provide liaison to transition specialists (newly designated school-based related services role) to assure appropriate, relevant, and effective career life counseling to handicapped students and their families. 3

12.2.16 Implement counseling approaches to facilitate vocational development, personal adjustments and community adjustment. 11

12.2.17 Aid the students in understanding and adjusting to the effects of their disabilities. 11

12.2.18 Develop value clarification strategies. 13

12.2.19 Conduct a student conference. 13

12.2.20 Assist students in scheduling adjustment. 13

12.2.21 Direct students into alternative programs. 13

12.3 Assessment

12.3.1 Demonstrate knowledge of the theory and skills of assessing a disabled student's functional ability to perform in supported employment. 12

12.3.2 Identify the range of models of vocational assessment (formal vocation evaluation models, curriculum-based vocational assessment, functional (ecological assessment) and determine their utility/limitations for select populations. 9

12.3.3 Identify the basic components of formal vocational assessment such as commercial and locally developed work samples, psychometric testing, situational assessement, and behavioral observation and interpret the results to students, parents, and employers. 9

12.3.4 Demonstrate knowledge of the limits of commercial vocational education assessments. 6

12.3.5 Demonstrate knowledge of vocational assessment instruments and procedures. 11

12.3.6 Demonstrate knowledge of common assessment practices across special education, vocational education, and rehabilitation counseling. 11

12.3.7 Demonstrate knowledge of the disabled youth's job requirements. 3

12.3.8 Assess client's preferences for type of job. 13

12.3.9 Conduct an interview with the individual to ascertain the individual's career interests and job preferences (i.e. - A.M./P.M. preference, indoors or outdoors, etc.). 7

12.3.10 Use formal and informal vocational and academic assessment procedures in determining vocational interest and aptitudes, learning style, and work behaviors. 9

12.3.11 Assess specific skill deficits and areas of strength using job analysis information. 13

12.3.12 Conduct a vocational assessment of the individual's competencies related to social/communication, functional academics, physical endurance and strength, personal hygiene, and community mobility. 7

12.3.13 Implement a variety of functional assessment techniques to ascertain job skills and plan appropriate individual career /vocational/transition strategies. 9

12.3.14 Assess an individual's vocational skills in relation to skill requirements of a potential community vocational placement. 4, 2, 6, 11

a. Assess repeatedly and obtain reliable results.
b. Select and prioritize specific instructional objectives for vocational training.
c. Assess through extended evaluation (on the job training) an individual's rate of learning and optimal learning environment.
d. Record and graph in accurate and understandable terms the baseline, intervention and follow-up performance data.
e. Critique vocational assessment devices and procedures.
f. Manipulate the testing environment (test materials and procedures) as needed to assess the individual's optimal functioning level and to obtain additional information about client skills.

12.3.15 Design work samples, situational assessment, and functional assessment inventories. 9

12.3.16 Demonstrate the skills necessary to conduct individual and community ecological assessment within the context of an integrated paying work environment. 3,7

12.3.17 Identify the individual's competencies and support network which will contribute to his/her success in meeting the specific employment demands of an identified employment site. 7

12.3.18 Identify individual skill deficits/training needs and plan appropriate support/intervention strategies at site. 9

12.3.19 Provide direct assessment of student/client social skills to repertoire requisite to jobs. 9

12.3.20 Develop a systematic method for reviewing the competence, job interests, and transportation and economic needs of individuals referred for services. 7

12.4 Job Development

12.4.1 Identify current employment trends and needs using occupational resource materials (D.O.T., Occupational Outlook Handbook, etc.) and by cataloging local job slots. 9

12.4.2 Identify techniques and processes for identifying potential job slots for training/placement. 9

12.4.3 Conduct a systematic survey of the community labor market, identifying the job areas that have vacancies, high turnover rates, and entry-level position. 7

12.4.4 Locate appropriate state and local sources of information relative to jobs. 13

12.4.5 Identify types of jobs/workers needed and predicted to increase. 13

12.4.6 Identify types of jobs/workers not predicted to increase. 13

12.4.7 Identify areas for job creation within the existing community labor market. Job creation can include the development of new jobs from various components of a group of existing jobs, or it can include creating an entirely new job to fulfill unmet needs. 7

12.4.8 Identify potential competitive work/community placements. 4, 8

a. Assess the entrance level skill requirements of a potential site for vocational placement (sheltered and competitive) using an informal checklist or existing survey instrument in an interview session.

12.4.9 Identify entry level jobs in the community. 13

12.4.10 Identify potential sheltered work placements within a particular community. 4

12.4.11 Identify specific employers and job sites appropriate for severely handicapped clients. 13

12.4.12 Identify and follow criteria for selection of specific job training and placement sites. 13

12.4.13 Develop a community program designed to increase knowledge about vocational possibilities for handicapped students and present the program to class members. 4

12.4.14 Develop a sales presentation to prospective employers which specifies program services, including recruitment, training, and ongoing monitoring and retraining of potential employees, and the availability of tax incentives and other forms of public and private assistance. 7

12.4.15 Develop a work incentive program that can be used by public and private organizations to include persons with disabilities on their employee rolls. 10

12.4.16 Demonstrate knowledge of strategies of employer contact, community linkages, parent involvement. 12

12.4.17 Identify and follow appropriate employer contact procedures. 13

12.4.18 Conduct effective employer contacts in order to establish community-based training and/or employment sites. 10

12.4.19 Establish a systematic strategy to initiate and follow-up contacts with potential employers. 7

12.4.20 Acquire skill in contacting and planning with community employers for community-based job opportunities for handicapped youth. 12

12.4.21 Assist in the development of a job developer's coalition to prevent the duplication of employer contacts and share job leads. 7

12.4.22 Demonstrate skills necessary to conduct job development. 3,7,10,12,4

12.4.23 Acquire skill in community-based job station development. 12

12.4.24 Acquire skill in enhancing and expanding existing community-based job stations. 12

12.4.25 Identify all relevant components of written agreements with employers. 13

12.4.26 Assist business/industry personnel department staff in identifying, modifying, and/or restructuring potential career options for moderately and severely handicapped persons. 3

12.4.27 Assist work supervisors in identifying, modifying, and/or restructuring potential jobs that can be done by moderately and severely handicapped persons. 3

12.5 Job Analysis

12.5.1 Analyze, experience/evaluate various school, rehabilitation, community, industrial vocational settings, which could be occupied by moderately/severely handicapped. 3

12.5.2 Analyze/evaluate various community/industrial settings in terms of overall scheme of levels of independence in vocational programming and normalization. 3

12.5.3 Identify enabling skills, entry level requirements and exit competencies for vocational programming, community-based job sites and general career preparation of moderately/severely handicapped. 3

12.5.4 Conduct ecological analyses and job/task analyses of jobs to obtain appropriate work training and employment opportunities for moderately and severely handicapped youth. 3

12.5.5 Conduct a comprehensive assessment of an integrated paying work environment that specifies the job requirements, characteristics of the work environment and factors that may influence job retention (required transportation skills, time telling skills, reading skills, attitudes of co-workers, consistency of work demands, etc.). 7

12.5.6 Identify entry level requirements for vocational/career programs and community-based job sites. 9

12.5.7 Acquire skill in conducting job skills inventory of work environments and the activities within the work environments. 12,6

12.5.8 Demonstrate understanding of employers' job requirements. 6

12.5.9 Demonstrate skills necessary to conduct job analysis. 3,4,7,6

12.5.10 Apply the skills required for accurate job and task analyis in programs that provide career and transitional programs. 10

12.5.11 Conduct a job station analysis in a competitive business. 8

12.5.12 Conducting job skills inventories of work environments and work tasks in community-based work sites. 12

12.5.13 Conduct job analysis at employment sites to identify job components, critical skills, rate/accuracy standards, and training feasibility. 9

12.5.14 Apply task analysis to work/training environment to support training efforts on-th-job. 9

12.5.15 Write a task analysis which sequentially breaks a job component into discreet responses, the stimuli which ultimately should control those responses, and the criteria for acquisition. 7

12.5.16 Write a work routine, which sequentially breaks a job into components, the stimuli which ultimately should control those responses, and the criteria for acquisition. 7

12.5.17 List specific on-the-job skills in behavioral terms. 13

12.5.18 List SD used at work site for each job skill response. 13

12.5.19 List work materials/tools used at job site. 13

12.5.20 Sequence responses as they are done at the work site. 13

12.5.21 List working conditions. 13

12.5.22 Conduct motion efficiency study and make recommendations to enable moderately/severely to perform tasks. 3

12.5.23 Demonstrate knowledge of the use of prosthetics in simplifying job tasks. 4,8

12.5.24 Analyze dynamics of work environment. 6

12.5.25 Analyze social and task environment of business. 3

12.5.26 Identify related skill demands of the job. 13

12.5.27 Analyze social interactions in the workplace and judge its impact on the success of a placement of a handicapped individual in an employment setting. 7

12.5.28 Identify critical job-related social skills. 9

12.6 Job Match

12.6.1 Demonstrate the skills to conduct a job match. 3,7,9

12.6.2 Establish a policy and procedure for job placement. 13

12.6.3 Demonstrate skills in using multiple sources of occupational and labor information in designing career/vocational plans and matching information with student/client needs and interests. 9

12.6.4 Match individual needs with appropriate public and community resources to assist the individual in obtaining employment. 7

12.6.5 Conduct job placement. 10,12

12.6.6 Demonstrate job match procedures when placing individuals. 9

12.6.7 Use standardized/informal preference inventories and assessment information when matching individuals with training sites. 9

12.6.8 Match critical job skills to student client reper toire. 9

12.6.9 Match demands of adult environment with abilities and learning needs of moderately/severely handicapped students. 3
- a. Adjust student-related variables and environmental variables to maximize integration of moderately/severely handicapped student into normalized, integrated activities and environments.
- b. Develop training plan to maximize student's participation in community work life.

12.6.10 Identify the elements of the employment environment such as wages, benefits, opportunity for social integration and advancement, that are consistent with the individual's expressed interests, competencies, and expectations. 7

12.6.11 Modify the work environment to accommodate the characteristics of the handicapped student. 8

12.7 Knowledge of and Relating with Business/Industry

12.7.1 Demonstrate understanding of private sector procedures. 6

12.7.2 Demonstrate understanding of industry procedures. 6

12.7.3 Demonstrate understanding and familiarity with "jargon" used by employers, employees and its importance in rural, urban settings. 3

12.7.4 Demonstrate ability to develop and sustain partnerships (employer, service providers, family) for employment success of moderately/ severely handicapped person. 3

12.7.5 Provide technical assistance to business/industry for instituting model programs, and training/employing moderately and severely handicapped persons. 3

12.7.6 Demonstrate interpersonal and advocacy skills necessary to assist employers and co-workers in helping handicapped trainees to meet the demands of an integrated paying work environment. 3,7

12.7.7 Demonstrate ability to motivate and instruct industry personnel in how best to work with moderately/severely handicapped persons. 3

12.7.8 Design a program for an employer appreciation program. 13

12.7.9 Demonstrate the skills to transfer job-site advocacy responsibilities from employment training specialists to co-workers, parents, friends, and the trainee him/herself. 7

12.7.10 Identify procedures to orient and prepare employers/ instructors to the individual student/client; to delineate training responsibilities. 9

12.7.11 Identify procedures to plan and conduct pre-placement training with employer/instructor. 9

12.7.12 Describe the results of job performance monitoring to the person with the job and to others who need to know such information. 10

12.7.13 Demonstrate knowledge of factors underlying Employer-worker relationships. 6

12.7.14 Function as advocate for handicapped persons with business and industry. 3

12.7.15 Inform employers of their responsibilities. 13

12.7.16 Demonstrate knowledge of managerial problem solving. 6

12.8 Instruction: Job Training

12.8.1 Orient student/client to the job/training site. 9

12.8.2 Demonstrate knowledge of, and skills to train effectively in, various transition/supported employment alternatives, including individual, cluster, mobile crew, enclave, and benchwork models; further to demonstrate skills to train effectively within each of these models. 3

12.8.3 Demonstrate the skills to apply behavior analytic theory in a variety of vocational training contexts, such as enclaves, work crews, cooperatives, and individual placements in industry. 7

12.8.4 Apply the procedures related to supported employment such as job coaching, enclave training, and mobile crews. 10

12.8.5 Demonstrate skills in implementing various models for career/ vocational education and transition programs. 1

12.8.6 Describe and apply the principle of social validation and its role in programming for vocational skills. 4

12.8.7 Develop a vocational education program. 6

12.8.8 Demonstrate knowledge and skills in the areas of vocational assessment and programming, including a behavior analytic approach to vocational training, ecological assessment, behavioral training principles, and case management systems. 7

12.8.9 Develop/implement systematic instructional programs to teach vocational skills. 6,2

12.8.10 Demonstrate the skills and knowledge necessary to provide systematic training in direct and indirect work skills. 7

12.8.11 Demonstrate knowledge of the skills of instructional programming and systematic instruction in training disabled students for supported employment. 12,3

12.8.12 Demonstrate a variety of training methods on-the-job or in a vocational training center to plan, instruct/support, and follow-up student/clients. 9

12.8.13 Demonstrate knowledge of strategies of assessing and teaching vocational skills and community living skills. 12

12.8.14 Assess, plan, and implement job-related social skills training. 9

12.8.15 Plan and conduct interventions related to appropriate skills on the job during pre-placement and on-the-job. 9

12.8.16 Demonstrate the skills and knowledge necessary to provide systematic training in work skills, work behaviors, and personal adjustment skills, using task analysis and behavior management technology. 3

12.8.17 Design and implement instructional programs directed toward individual client objectives including: 4
- a. Acquisition of vocational skills.
- b. Increasing work production rates.
- c. Modification of antecedent conditions (e.g., stimulus materials, instructions, prompts, fading techniques, providing redundant cues, etc.) to facilitate acquisition and work production rates.
- d. Manipulation of consequences for correct/incorrect responses.
  1. to facilitate acquisition of vocational skills
  2. to increase work production rates.
- e. Data-based program decisions.
- f. Discussion of the importance of techniques for facilitating maintenance and generalization of vocational skills.

12.8.18 Develop a system of least prompts to assist the youth in acquiring competitive work skills on the job. 8

12.8.19 Demonstrate ability to conduct a task analysis sheet including sequenced responses, SD's and criteria to be used in training based on job analysis and client assessment information. 13

12.8.20 Demonstrate use of appropriate strategies for giving the worker assistance. 13

12.8.21 Demonstrate appropriate instructional strategies for working with handicapped students in vocational education and employment settings. 5

12.8.22 Demonstrate the use of verbal gestural, modeling, and physical cues for instructional purposes. 7

12.8.23 Write objectives that specify the conditions and criterion levels under which direct and indirect work behaviors are performed. 7

12.8.24 Identify consequences commonly found and accepted in the work environment which may have reinforcing value to the trainee. 7

12.8.25 Identify the natural cues and correction procedures which prompt work behavior in a work environment. 7

12.8.26 Assess the individual's ability to respond appropriately to the natural cues and correction procedures available in the work environment. 7

12.8.27 Demonstrate knowledge of operant methods for improving worker motivation. 6

12.8.28 Demonstrate the skills necessary to systematically teach the individual to move from reinforcers not generally available towards those commonly found and accepted in the integrated work environment and community. 7

12.8.29 Shape the acquisition of vocational skills not presently in an individual's repetoire through the systematic manipulation of antecedent and consequential events. 7

12.8.30 Demonstrate the skills necessary to increase and maintain the individual's work rate to acceptable levels of performance in the work environment. 7

12.8.31 Demonstrate ability to develop maintenance plan for skills taught to students. 4

12.8.32 Fade, systematically, instructional cues and trainer presence from the work environment. 7

12.8.33 Develop/implement supported work program. 6

12.8.34 Develop/implement supported employment with adult agency. 6

12.8.35 Develop job site interventions. 6

12.8.36 Provide on-site community-based training during the school to work transition period. 3,10,6

12.8.37 Plan and implement intensive on-site training procedures. 9,6

12.8.38 Acquire skill in the assessment and teaching of job and job related skills in actual community and heterogeneous environments. 12

12.8.39 Demonstrate the knowledge and skills to develop, implement and evaluate instructional programs in a community vocational training site for learners labeled mentally retarded. 7

12.8.40 Team teach and assess job and job related skills in actual community and heterogeneous job environments. 12

12.9 Monitoring and Follow-along

12.9.1 Demonstrate the skills necessary to monitor trainee performance through systematic measures of work skills and behaviors obtained by collecting qualitative information from employers, parents, and the trainee; analyzing and interpreting the data; and providing re-training when necessary. 3,10,7

12.9.2 Provide follow-along support to handicapped youth, their families and work supervisors to assure successful work adjustment and employment success. 3

12.9.3 Identify and implement a range of follow-up services at employment/training site. 9

12.9.4 Develop skills and techniques related to successful, systematic job follow-up. 12,6,4

12.9.5 Implement various methods of observing and monitoring work behavior. 9,6

12.9.6 Provide supervisory support to the extent that it is needed. 10

12.9.7 Arrange/monitor employer continued support. 6

12.9.8 Communicate with employers on a regular basis. 13

12.9.9 Conduct regular on-site employer evaluations of client progress. 13

12.9.10 Provide retraining services when a discrepancy exists between expected and current performance after trainer presence has been faded. 7

12.9.11 Arrange for and conduct retraining services when an individual has been promoted, the job requirements change, and/or the person determines that the job does not match his/her career interests. 7

12.9.12 Evaluate vocational outcomes. 6

12.9.13 Evaluate student training progress at the training station. 13

12.9.14 Conduct satisfaction questionnaires with the individual's parent/guardian/residential provider, supervisor/employer, and the individual. 7

12.9.15 Analyze the results of individual, employer, and parent/guardian satisfaction questionnaires to determine the perceived need for additional training and support services. 7

13.0 Administrative Functions

13.1 Program Administration

13.1.1 Describe program components by function and contribution to the total program. 10

13.1.2 Devise problem solving techniques. 13

13.1.3 Incorporate feasibi :y/benefits data into decision-making skills. 9

13.1.4 Develop written policies and procedures for a program. 10

13.1.5 Assist agency personnel in identifying needs for services related to secondary school age persons. 11

13.1.6 Develop staffing strategies for community based instruction. 2

13.1.7 Demonstrate the skills to develop a system for using support personnel including peer tutors, paraprofessionals, and volunteers. 7

13.1.8 Assist agency personnel in specifying goals for program development related to secondary school-age persons with developmental and/or behavioral disabilities. 11

13.1.9 Assist agency staff in developing plans for new services for secondary school age persons with developmental and/or behavioral disabilities. 11

13.1.10 Inform school officials of their responsibilities. 13

13.1.11 Describe potential liabilities involved in implementing community based instruction and identify strategies to reduce possible liability. 2

13.1.12 Demonstrate knowledge of business management skills. 6

13.1.13 Develop a plan to maximize transportation resources available for community based instruction. 2

13.1.14 Develop a process and procedure for student selection. 13

13.1.15 Complete state reports. 13

13.1.16 Develop a plan for organizing or organize an advisory committee. 13

13.1.17 Prepare a budget. 13

13.1.18 Prepare contracts. 9

13.2 Funding

13.2.1 Demonstrate knowledge of the human and financial resources at the local, state, and national level for maximizing the quality of special education service delivery for handicapped students. 12

13.2.2 Identify the present funding patterns. 4

13.2.3 Demonstrate skills in identifying resource alternatives that provide services which may enhance the success of transition for handicapped students. 1

13.2.4 Demonstrate knowledge of funding mechanisms. 6

13.2.5 Demonstrate knowledge of rehabilitation funding. 6

13.2.6 Demonstrate knowledge of federal income support, medical assistance, etc. 6

13.2.7 Demonstrate knowledge of possible funding agencies and financial sources for secondary adult students (local, state, federal). 4

13.2.8 Describe techniques for applying various funding formulas required by state and federal agencies to obtain program funding. 2

13.2.9 Gain knowledge of direct funding sources and strategies for re-allocating existing funds for transition and employment programs. 9

13.2.10 Identify and describe resource re-allocation strategies. 4

13.3 Personnel Development

13.3.1 Identify the requirements of P.L. 94-142 in regard to the state's responsibility for developing and carrying out a personnel development program for special educators. 12

13.3.2 Demonstrate knowledge of the advantages of providing inservice training and be able to explain the stages of a planning process for inservice training for special educators. 12

13.3.3 Demonstrate ability to conduct needs assessment of persons requesting assistance and training related to secondary schoolage children with developmental and/or behavioral disabilities. 11

13.3.4 Demonstrate ability to negotiate with personnel requesting training to establish time and content of training. 11

13.3.5 Demonstrate the ability to evaluate the effectiveness of support personnel such as peer tutors, volunteers, and paraprofessionals and design systems for supporting their continued development. 7

13.3.6 Demonstrate ability to plan and conduct workshop-type inservice training. 11

13.3.7 Demonstrate staff training skills. 6

13.3.8 Provide alternative pre-service training/technical assistance to teachers of vocational education and special education and to adult service providers. 3

13.3.9 Describe procedures for training novel personnel to deliver community based instruction. 2

13.3.10 Identify and explain strategies for lowering stress and preventing special education teacher burnout associated with special education services delivery. 12

13.4 Public Awareness

13.4.1 Demonstrate appropriate public relations and marketing skills. 6

13.4.2 Develop a plan to disseminate information about the career and transition needs of persons with disabilities to public and private organizations. 10

13.4.3 Develop a presentation on occupational work adjustment philosophy and goals. 13

13.4.4 Identify and discuss ways of promoting appropriate attitudes of and toward disabled individuals. 4

13.4.5 Describe to organizational representatives the benefits of participating in the provision of career and transition services for persons with disabilities. 10

13.4.6 Develop a means for publicizing program in the community. 13

13.4.7 Develop a means for publicizing program in school. 13

13.4.8 Develop a presentation of program philosophy and goals. 13

13.4.9 Develop public relations literature. 13

13.4.10 Develop an historical sketch to be used in program presentation. 13

13.4.11 Disseminate information to consumers/parents/advocates which describes the contributions public agencies and community resources can make to competitive and supported employment. 7

13.5 Program Evaluation/Monitoring

13.5.1 Demonstrate the ability to design, implement and utilize evaluation procedures to assess instructional and program effectiveness for handicapped youth. 3

13.5.2 Analyse, critically, the appropriateness and quality of transitional services provided to the handicapped person. 5

13.5.3 Demonstrate knowledge of process and product measures for program evaluation. 6

13.5.4 Develop outcome measures, survey agency using measures. 6

13.5.5 Describe methods for evaluating the effectiveness of parent interaction and community agency cooperation, including the identification and employment of dependent measures in the formative and summative evaluation. 1

13.5.6 Identify and describe the procedural steps for implementing strategies to monitor the mechanics of IEP development and implementation, student progress, and competencies of special educators. 12

13.5.7 Describe the composition and responsibilites of an advisory task force on systemwide monitoring of special education services. 12

13.5.8 Pinpoint a problem associated with special education service delivery in a local educational agency and devise a monitoring strategy to investigate the problem. 12

13.5.9 Develop a procedure to determine the current community, educational and employment status of persons who have participated in career and transition service programs. 10

13.5.10 Assess program effectiveness utilizing at least the following variables: total program cost, individual placement costs, wages, job retention, numbers of persons placed, and cumulative taxes contributed. 7

13.5.11 Organize and/or conduct a local program review. 13

13.5.12 Conduct a PRIDE review. 13

13.5.13 Evaluate trainer progress based on client training data. 13

14.0 Research

14.1 Demonstrate the skills necessary to conduct and write up a comprehensive review of the literature. 7

14.2 Review existing research in secondary special education, vocational education, and rehabilitation. 11

14.3 Evaluate and critique research in terms of adequacy of literature review, appropriateness of research question(s), methodology used, results, and implications of results. 11

14.4 Identify and describe future research issues based on existing research. 11

14.5 Review literature and develop a rationale for research questions related to secondary school age persons with developmental and/or behavioral disabilities. 11

14.6 Identify and describe research questions related to the education of secondary school age persons with developmental and/or behavioral disabilities. 11

14.7 Read, critically, evaluate, and synthesize the professional literature and draw upon its content to improve curriculum and program development. 7

14.8 Analyze and interpret findings from research conducted with secondary school age persons with developmental and/or behavioral disabilities. 11

14.9 Describe appropriate methodology to answer research questions related to secondary school age persons with developmental and/or behavioral disabilities by describing the subjects, settings, materials, procedures, and dependent and independent variables. 11

14.10 Describe procedures for obtaining approval from the appropriate Human Subjects Review panels. 11

14.11 Describe, orally, and defend a proposed research project. 11

14.12 Collaborate in the implementation and description of research with secondary school-age persons who have developmental and/or behavioral disabilities. 11

14.13 Employ single subject designs to evaluate program effectiveness. 4,6

APPENDIX A

ANALYSIS OF EMPHASES AND AGREEMENT AMONG THE THIRTEEN PROGRAMS

Analysis of Emphases and Agreement Among the 13 Programs
Preparing Transition Specialists

Content Area	Number of Competencies Identified	Percentage of Total	Number of Programs Identifying Competency In Area
1. Philosophical and Historical Considerations	8	1.26	5
2. General Transitional Concerns	22	3.46	11
3. Professionalism	10	1.57	2
4. Advocacy	12	1.89	7
5. Knowledge of Agencies	54	8.49	13
6. Knowledge of Systems Change	12	1.89	3
7. Legal Aspects	18	2.83	11
8. Working with Others		(10.54)*	
8.1 Communication	15	2.36	8
8.2 Consultation	7	1.10	4
8.3 Interdisciplinary Teamwork	15	2.36	5
8.4 Parents	30	4.72	5
9. Development and Management of Individualized Plans		(5.03)	
9.1 Development of IEP's and Other Program Plans	26	4.09	13
9.2 Case Management	6	.94	2
10. Planning and Organizing Instruction		(4.56)	
10.1 Preparing for Instruction	22	3.46	4
10.2 Record Keeping	7	1.10	2

Content Area	Number of Competencies Identified	Percentage of Total	Number of Programs Identifying Competency In Area
11. Assessment, Delivery and Evaluation of Instruction for Community Living		(16.82)	
11.1 General Knowledge: Curriculum	12	1.89	3
11.2 General Knowledge: Learning Theory	38	5.97	8
11.3 Assessment	28	4.40	9
11.4 Instruction: Domestic Skills	4	.63	4
11.5 Instruction: Community Living Skills	8	1.26	5
11.6 Instruction: Recreation/Leisure Skills	1	.16	4
11.7 Instruction: Social Skills	2	.31	3
11.8 Instruction: Functional Academics	3	.47	3
11.9 Evaluation of Instruction	11	1.73	4
12. Assessment, Delivery and Evaluation of Job Training		(28.86)	
12.1 General Knowledge: Theory	12	1.89	9
12.2 General Knowledge: Career Counseling/Guidance	21	3.30	8
12.3 Assessment	20	3.14	9
12.4 Job Development	27	4.24	8
12.5 Job Analysis	28	4.40	8
12.6 Job Match	11	1.73	7
12.7 Knowledge of and Relations with Business/Industry	16	2.51	6
12.8 Instruction: Job Training	40	6.29	12
12.9 Monitoring and Follow-along	15	2.36	8

Content Area	Number of Competencies Identified	Percentage of Total	Number of Programs Identifying Competency In Area
13. Administrative Functions		(9.74)	
13.1 Program Administration	18	2.83	7
13.2 Funding	10	1.57	6
13.3 Personnel Development	10	1.57	6
13.4 Public Awareness	11	1.73	6
13.5 Program Evaluation/Monitoring	13	2.04	8
14. Research	13	2.04	4
Total:	636		

* Percentages within parentheses represent subtotals for a heading.

APPENDIX B

ABSTRACTS

Institution #1: University of Nebraska-Lincoln
Department of Special Education and Communication Disorders
318 Barkley Center
Lincoln, Nebraska 68583-0738

Project Director: Stanley F. Vasa
Telephone Number: (402) 472-5494
Project Title : Parents in Partnership - Preparing Special Education Personnel to Involve Parents and Community Agencies in the Transition Process

Description:

This project is designed to increase the quality of training for special education teachers and related personnel through the development, evaluation and dissemination of training materials for use in preparation programs. The ultimate benefit of this project will be to enhance the employability and community adjustment of individuals with mild/moderate handicaps. These benefits will be achieved through a better personnel preparation program which supports a partnership among parents, professional educators and community agencies.

Three major objectives have been identified for the project:

Objective 1: To provide preservice training to secondary special education teachers and related personnel which is designed to improve the skills necessary to involve parents and schools in the transition of handicapped students.

Objective 2: To assess and revise the teacher preparation curriculum to accommodate the needs for training in competencies related to the transition process and the extended roles of special education personnel.

Objective 3: To develop, evaluate and disseminate model curriculum designed to prepare teachers to work effectively with parents and outside agencies in the transition process.

Project activities also include the preparation and dissemination of model instructional materials. These materials are targeted for use in teacher preparation programs and staff development activities. Materials to be developed include instructional modules to be utilized in teacher preparation, directories of services and agencies, and materials for use by secondary teachers in working with parents.

Institution #2: Virginia Commonwealth University
School of Education
Box 568 MCV Station
Richmond, Virginia 23298

Project Director: Paul Sale
Telephone Number: (804) 257-1851
Project Title : Master's Level Community Based Instructors
Description:

The purpose of this project is to train special educators, vocational educators, and other human service personnel to be competent community-based instructors (CBI's) through a 9 semester hour training program. The program will train students to work in a variety of personnel roles within urban and rural settings. Program content is centered around a set of competencies grouped into three categories: Philosophy of Community Based Instruction, Programming for Community Based Instruction, and Administrative Issues Related to Community Based Instruction. In addition to being competency-based, this program provides extensive field-based training in vocational, domestic, community, and leisure/recreation sites. Program participants spend over 270 hours in field based training. Emphasis is placed on the attainment of skills in community settings under the close supervision of university personnel.

Institution #3: University of Hawaii
Department of Special Education
2444 Dole Street
Honolulu, Hawaii 96822

Project Director: Robert A. Stodden
Telephone Number: (808) 948-7956
Project Title : Employment Training Specialist
Description:

The Employment Training Specialist Personnel Preparation Program addresses documented needs toward preparing qualified professionals to provide direct service and resource service, which will enable moderately and severely handicapped youth to make the transition from secondary school to adult community-based work and living environments. The program addresses the twin priority areas of transition and supported employment. The Department of Special Education, University of Hawaii, coordinates the program and works cooperatively with programs in vocational education, rehabilitation, social work, psychology, and sociology.

The major goal of the project is to prepare personnel in Hawaii and the Pacific Basin to serve in the role of Employment Training Specialist, with role emphasis chosen in either direct service or resource service. Students for the program are be drawn from intermediate and secondary teachers of special education and vocational education, community college vocational instructors, and rehabilitation service providers. Personnel preparation involves a 33 semester-credit hour training sequence for masters degree students and for post masters students desiring to work toward an indepth specialization in transition. The program provides an interdisciplinary approach to skills development, and places heavy emphasis upon behavioral technology utilizing community-referenced curriculum strategies. Extensive use of appropriate field experiences, practica, and internship activities complement the theoretical knowledge base provided in class.

Alternative pre-service delivery models are offered for non-degree personnel and for personnel throughout the Pacific Basin. Non-degree personnel are provided training through the University of Hawaii College of Continuing Education and training modules.

Institution #4: Southern Illinois University
Carbondale, Illinois 62901

Project Director: Paul Bates and Cheryl Hanley-Maxwell
Telephone Number: (618) 453-2311
Project Title : Interdisciplinary Training Program for Transition Specialists

Description:

This project provides advanced professional preparation (Masters degree) for transition specialists. Trainees come from special education, vocational education, and rehabilitation. They participate in an interdisciplinary core of coursework and related competency-based practicum/internship experiences in the specialty area of transition services. The practicum and internship experiences include students with mild and moderate/severe handicaps; and involve secondary and post-secondary service settings such as public schools, private employment, rehabilitation agencies, etc. In all practicum and internship placements, professional supervision is provided weekly with videotape feedback on a monthly basis.

The trainees complete a Master's Degree in the disciplines from which they were recruited (special education, vocational education, and rehabilitation). However, they take course work in all three disciplines, complete three semesters of interdisciplinary readings, participate as members of an interdisciplinary transition team in their practicum and internship settings, and attend a four week summer institute consisting of concentrated course on topics related to transition service development. Finally, the Masters trainees complete an empirical thesis or research paper involving variables that affect transition from school to work and community living.

In addition to the master training program, the project provides three summer institutes, consisting of four, one week concentrated courses on transition-related topics. Recruitment for participation in these institutes focuses on preservice trainees from special education, vocational education, and rehabilitation, as well as practicing professionals in these disciplines.

Institution #5: California State University - Long Beach
Center for Career Studies
1250 Bellflower
Long Beach, California 90840

Project Director: Leonard Albright
Telephone Number: (213) 498-5633
Project Title : Interdisciplinary Transition Services Training Program for Special and Vocational Education Personnel

Description:

The goal of this project is to prepare public school special and vocational educators and adult services personnel to provide transitional services to handicapped youth and adults. A university graduate certificate is available for students who successfully complete the training program.

The transitional services training program consists of an interdisciplinary sequence of coursework and practica in community-based settings. In Phase I of the program, trainees complete a team-taught course on transitional programming for handicapped youth and adults. In Phase II, trainees complete a series of four courses which are individually determined through a program planning process with project personnel. During Phase III, trainees complete a practicum experience with handicapped students in training and employment settings. A focal point of the practicum is the use of collaborative processes in responding to the transitional service needs of handicapped individuals.

Institution #6: University of Arkansas at Little Rock
Department of Teacher Education
2801 South University
Little Rock, Arkansas 72204

Project Director: William Woolcock
Telephone Number: (501) 569-3335
Project Title : Transition/Supported Employment Interdisciplinary Masters Program in Teaching the Severely/Profoundly Handicapped

Description:

The Transition/Supported Employment Specialist Program (TSES) at the University of Arkansas at Little Rock (UALR) provides an interdisciplinary master's degree program with an emphasis in teaching the severely/profoundly handicapped. Master's students receive the planning and instructional competencies necessary to provide adolescents and adults with severe disabilities with successful transitions from school or adult center programs to community-based work settings. Primary coursework emphasizes: (a) applied behavior analysis; (b) individualized transition planning; (c) supported work and supported employment methods; and (d) community-based instruction in domestic, recreational, and general community living curriculum areas. In combination with Special Education coursework, students participate in three practicums working with a local integrated community-based high school program, local adult vocational and residential agencies, and as a liaison transition specialist in the transition from school to work and adult agency support. Interdisciplinary coursework provides a basic background in: (a) vocational evaluation; (b) traditional rehabilitation programs and agencies; and (c) an introduction to the principles of personnel management. Upon completion of the TSES Program, graduates receive a Master's in Education degree with a specialization in the education of the severely/profoundly handicapped and those graduates previously certified in special education or vocational education qualify for an endorsement as a Vocational Instructor-Special Needs, a status necessary to provide vocational instruction to handicapped high school students in Arkansas.

Institution #7: University of Vermont
Special Education/Social Work/Social Services
499 B Waterman Building
Burlington, Vermont 05405-0160

Project Director: Susan Brody Hasazi
Telephone Number: (802) 656-2936
Project Title : Master's School-Based Employment and Training Specialists

Description:

The goal of this project is to prepare special educators as school-based employment training specialists to plan and deliver transitional services to secondary-age students labeled mentally retarded. Employment training specialists are employed in local high schools and regional special class programs located in vocational centers. They provide direct vocational training in community-based employment sites; facilitate the development of transition plans which include the participation of educators, adult services providers, employers, parents, and students; consult with vocational educators to adapt vocational curriculum and instructional strategies; and collaborate with adult services agencies to develop jobs and locate supports necessary to ensure placement in transitional or supported employment or post-secondary training immediately following exit from high school.

Students are recruited from regional special class programs, vocational education area centers, vocational rehabilitation, and mental retardation agencies with the assistance of the state directors from each agency. They have the option to complete the program in one year or two summers (full-time), or two years and two summers (part-time). All students are required to complete 30 hours of graduate coursework which includes an intensive internship experience.

Institution #8: Pennsylvania State University
Division of Special Education and Communication Disorders
114 Kern Building
University Park, Pennsylvania 16802

Project Director: James Tawney
Telephone Number: (814) 863-3117
Project Title : Preparation of Transition Specialists for Promoting the Adjustment of Handicapped Youth to Work and Adult Settings

Description:

The major objective of this project is to prepare a cadre of transition specialists who possess a broad base of skills necessary for effecting the transition of handicapped youths from school to work and adult settings. Program graduates receive a master's degree in Special Education with a specialization in postsecondary transition. This is accomplished through a multidisciplinary plan of study including courses in Special Education, Vocational Rehabilitation (included in the Counselor Education program at Penn State), Vocational Education, and Industrial Psychology.

Objectives of the program include the development of:

A conceptual and practical background in issues and methodology relating to the transition of handicapped youths to work and adult life.

An understanding of litigation and legislation that relates to the transition of handicapped youths to work and adult life.

A functional knowledge of the scope, purpose, and operation of county, state, and federal social service agencies associated with the transition of handicapped youths to work and adult life.

A functional knowledge of trends and practices in business and industry as they relate to the transition of handicapped youths to work settings.

A functional understanding of the development, implementation, and evaluation of transition plans for secondary aged handicapped youths.

An ability to provide on-the-job training for a handicapped youth working in business and industry.

Institution #9: University of Maryland
Department of Special Education
College of Education
College Park, Maryland 20742

Project Director: Debra Neubert
Telephone Number: (301) 454-2118
Project Title : Personnel Preparation Project to Train Professional Transition Agents

Description:

This project addresses the need for training certified and highly qualified secondary special education teachers who can provide a range of transition related instruction and services to students with mild, moderate and severe disabilities. To meet this need, the University of Maryland offers a two-year (four semester, 36 credit hour) program which allows trainees to graduate with Master's of Arts degrees and special education certification endorsements in the career/vocational or severely handicapped speciality area with an emphasis in transition.

The program includes interdisciplinary graduate level coursework and extensive field experiences. The goals of the program are to prepare personnel who: (a) can establish and maintain individual transitional plans for individuals with disabilities at the secondary and post-secondary levels; (b) are competent in developing, conducting and interpreting the results of functional assessment techniques related to transition programming; (c) can locate, develop, and monitor job placement and vocational training sites for individuals with disabilities; (d) can apply the principles of behavior theory, instructional methods, generalization, and maintenance techniques and data based procedures; (e) are competent in developing social skill training programs related to job skills; (f) are competent in designing instruction related to independent living skills; (g) are competent in working with parents of disabled individuals; (h) are competent in developing cooperative relationships with employers, school, and community-based personnel; (i) are capable of critically evaluating and applying the experimental literature on transition practices and models; (j) are capable of experimentally evaluating the effectiveness of their instructional methodologies; and (k) are effective advocates for establishing appropriate vocational and employment placements/services for individuals with a range of disabilities at the secondary and post-secondary level.

Institution #10: The University of Kansas
Department of Special Education
3150 Haworth Hall
Lawrence, Kansas 66045

Project Director: Earle Knowlton
Telephone Number: (913) 864-4954
Project Title : Kansas Preservice Preparation of Transition Specialists

Description:

This project addresses the need in Kansas for ongoing, regional training programs preparing special educators for a new certification role: the Transition Specialist. This need is addressed through attention to the following goals:

(1) To train high school special educators statewide as Transition Specialists for mildly and moderately mentally handicapped youth.

(2) To establish an ongoing statewide resource network of regional Transition Specialist training programs at the Kansas Regents Institutions of Higher Education.

(3) To promote interagency collaboration among the state education agency, vocational rehabilitation, local education agencies, and IHEs at the state and regional levels that would assist in transition service provision and perpetuate ongoing preservice training for transition specialists.

To accomplish these goals, the University of Kansas provides preservice, graduate-level training for individuals nominated by local special education directors in five regions of the state.

Institution #11: University of Kentucky
Department of Special Education
229 Taylor Education Building
Lexington, Kentucky 40506

Project Director: William H. Berdine & Mary Jane Rutherson
Telephone Number: (606) 257-8592
Project Title : Interdisciplinary Secondary Special Education Transition Personnel Preparation Program

Description:

The University of Kentucky provides an interdisciplinary secondary special education personnel preparation program. The program prepares personnel to serve handicapped youth who will be making the transition from school to community-based services. It involves faculty and students in the Department of Special Education, Vocational Education, Rehabilitation Counseling Program, and the Human Development Institute at the University of Kentucky.

Graduates of the program assume a variety of different roles. Special Education graduates teach handicapped students at the secondary level. Vocational Education graduates teach students with special needs who are enrolled in regular vocational education programs. Rehabilitation Counseling graduates work with handicapped adolescents who will be making the transition from school to the world of work. Graduates may also work in community-based agencies that provide and coordinate interdisciplinary support services to handicapped adults and to those who are making the transition from school to community.

Institution #12: San Diego State University
College of Education
San Diego, California 92182

Project Director: Ian Pumpian and Patty Patton
Telephone Number: (619) 229-2462 or 265-6665
Project Title : A Proposed Certificate of Competence Program: Supported Employment and Transition Specialist

Description:

The major objectives of this personnel preparation project are: (1) to offer a Certificate of Competence Program in Supported Employment and Transition for students who desire certification of this area of expertise in addition to currently possessing teaching credentials and/or Master's Degrees; (2) to offer a concentrated area of study in supported employment and transition for graduate students completing Master's Degrees in Special Education or related disciplines (vocational rehabilitation, school counseling and psychology, communicative disorders, etc.); (3) to initiate the development of an undergraduate certificate program in supported employment and transition for paraprofessionals; (4) to develop, produce, and disseminate model instructional materials and/or packages in supported employment and transition; and (5) to evaluate the outcome of project activities at the end of each project year. Coursework in the program places major emphasis upon training professionals from several disciplines including special education, regular education, vocational rehabilitation, school psychology, industrial studies, post-secondary education, and others. Students from these disciplines enroll in courses together and are teamed together in community-based fieldwork experiences, resulting in daily/weekly opportunities to learn and function as a multidisciplinary team in a variety of supported employment settings.

Institution #13: Kent State University
310 Whitehall
Kent, Ohio 44242

Project Director: Jacques H. Robinson
Telephone Number: (216) 672-2662
Project Title : Interdisciplinary Graduate Preservice Training of Special Education Transition Coordinator Personnel

Description:

The purpose of this project is to offer graduate level (masters and specialists) interdisciplinary (Special Education, Vocational Rehabilitation and Vocational Education) competency based, preservice education directed at enhancing the transition skills of a cadre of teachers who will be prepared to fulfill a number of key positions related to preparing mildly and moderately handicapped youth and adults for the world of work. This includes:

1. school-work coordinators,

2. mainstreaming coordinators,

3. high incidence supported work specialists who can adapt the transition and supported work models developed for relatively severely disabled individuals to moderately and mildly retarded, learning disabled and/or mildly behavior disabled youth in order to preclude the underemployment of high incidence youth,

4. cross-trained (SPED/VOED) occupational specialists who have extensive occupational training and experience and who would also become certified in one or more areas of SPED, and

5. rehabilitation liaison and job placement specialists who would serve severely, moderately and mildly disabled youth and adults by facilitating contact with business and industry, rehabilitation and other community agencies as well as do job development and placement work.